DOCUMENT RESUME

ED 090 068 SO 007 106

AUTHOR Brown, Jayne; And Others
TITLE Social Studies Outline, Suggested for First, Second, & Third Years (K-2).
INSTITUTION Lincoln Public Schools, Nebr.
PUB DATE 73
NOTE 38p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Course Objectives; *Educational Objectives; Ethnic Groups; Family (Sociological Unit); Grade 1; Grade 2; Grade 3; *Human Relations; Instructional Materials; Minority Groups; Neighborhood; Primary Grades; Program Descriptions; Self Concept; *Skill Development; *Social Studies

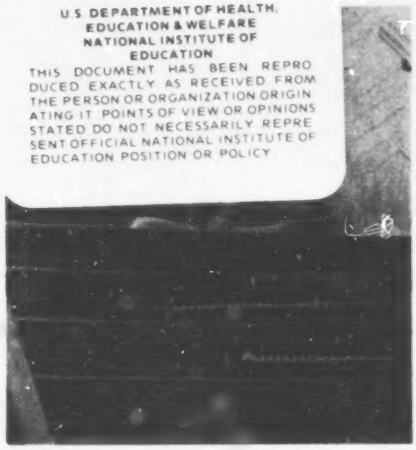
ABSTRACT

The suggested first, second, and third-year social studies program described in this outline provides opportunities for teachers to involve public school students in Lincoln, Nebraska, in exploring the plurality of our society, and specifically the positive aspects, contributions, uniqueness and dignity of ethnic minority groups in the the United States. The outline and materials involve students in value clarification, explanation of feelings, conflict resolution, group experience, decision making, generalizing, hypothesizing, concept formation and application. Goal statements for the entire K-12 social studies program are listed and terms used in the program outline are clarified. The outline presents the rationale, goals, and materials for the first three years of the social studies program on their respective topics of Self, Family, and Neighborhood. The knowledge, attitudinal, and skills aspects of the rationale, goals, and materials at each level are delineated. The materials sections contain simple, basic bibliographies requiring supplementation by teachers in the areas of media, field trips, and community resources. An appendix of skills applied in social studies relates a skill development sequence by naming skills and the levels at which they are introduced, developed, or extended. (Author/KSM)

ED 090068

SO 007 106

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



Attitudes, Feeling & Values

Social Interaction Skills

social studies

Knowledge

MAR 7 1974

ED 090068

Lincoln Public Schools
Instructional Services

SOCIAL STUDIES OUTLINE
Suggested for First, Second & Third Years

Credit is due to the educators who served as members of the 1973 summer writing committee. Their names are listed below:

Jayne Brown – Arnold
Jane Grubb – Kahoa
Marianne McCown – PSAB
Karen Russell – Randolph
Dr. Bill Sesow – U.N.L.
Dr. David Williams – U.N.L.

Neal Cross
Consultant in Social Studies

TABLE OF CONTENTS

	Page
Introduction	1
Social Studies Goals	1
Clarification of Terms	2
Emergent Issues	3
First Year Rationale	4
First Year Goals	6
First Year Materials	7
Second Year Rationale	8
Second Year Goals	10
Second Year Materials	11
Third Year Rationale	12
Third Year Goals	14
Third Year Materials	15
Appendix A	16

SOCIAL STUDIES
SUGGESTED FOR FIRST, SECOND AND THIRD YEARS (K-2)
An Introduction
"The Hope for Mankind Lies in Mankind"

Social Studies, a broad multidisciplinary study of mankind's relationships with the social and physical world, is playing an increasingly important role in society's attempt to solve its problems. Where once, only the pure scientist was regarded as the savior of the world, now the social scientist is being called upon to provide solutions to society's problems. Mankind created and is deeply involved in a scientific, technological world. While man once thought technology could solve all his ills, he found that as many problems were created as were solved. A great number of these problems were social. Social problems require social answers.

As a result of this, then, a major concern of contemporary social studies does not only deal with the conditions under which mankind prepares itself for living and functioning meaningfully in a highly technical society, but also, and perhaps more importantly, with preparing itself for living and functioning meaningfully in a multi-cultured, human society. The essence of such preparation must take as a basic tenant that social studies should promote understanding, acceptance, appreciation and the respect for the value and inherent worth of all living and non-living (natural resources, etc.) elements of the world. The promotion of this basic human study begins with the first year in school--it should continue throughout the school years.

The suggested first, second, and third year social studies program described in this outline is based on this human study. The goals listed, whether they be knowledge, affective, or skill focus on an exploration of people--regardless of (although it may not be specifically stated) race, culture, color, creed or religion. The outline clearly provides opportunities for teachers to involve students in exploring the plurality of our society, and specifically studying in a meaningful way, the positive aspects, contributions, uniqueness and dignity of ethnic minority groups in the United States. Understanding and valuing differences in people is an underlying feature of this outline.

The outline and the material suggested to facilitate it involve students in value clarification, explanation of feelings, conflict resolutions, group experiences, decision making exercises, generalizing, hypothesizing, concept formation and application and other activities which attempt to lay a foundation for faith in people. The justification for this type of a program and materials over others available lies in the statement at the beginning of this introduction. Students must be helped to firmly believe that the "Hope of Mankind Lies in Mankind."

SOCIAL STUDIES GOALS

The following statements are goals for the social studies program--the first year through the thirteenth (K-12). The program listed herein will help to facilitate these goals.

MAKE DECISIONS BY THINKING CRITICALLY AND RATIONALLY

The processes of decision-making and the skills of critical thinking are learned behaviors. If we look at today's world and at the prospects for a more complex and rapidly changing world in the future, this goal becomes tremendously important. Education and the social studies must attempt to produce rational-thinking decision-makers who see the functional aspect of these behaviors. This goal reflects the responsibility of each social studies teacher to make a concentrated effort to build student proficiency in using these processes and skills.

APPROACH AN UNDERSTANDING OF HUMAN SOCIETIES BY FOCUSING ON MAJOR SOCIAL STUDIES CONCEPTS

The focus of this goal is mankind.

It is an important charge of every social studies student to search for the causes of human

behavior. Social scientists have attempted to understand mankind and his behavior by gathering massive amounts of data which they have categorized into concepts and generalizations.

BE A LIFE-LONG-LEARNER

To achieve this goal students must be equipped with the necessary attitudes and learning skills.

FUNCTION EFFECTIVELY AS A CITIZEN IN A SOCIETY

The school system, as one of the major socializing institutions in our society, has great responsibility in shaping the child's frame of reference with regard to citizenship. It is the intent of this goal that the schools, working with other institutions, strive to produce a citizen who is willing and able to work through the democratic process to achieve the goals that are desirable for our society.

This goal has been written to include three aspects of citizenship: (1) knowledge of, (2) attitudes about, and (3) commitment to being an effective citizen. It would be very difficult to develop the ideas surrounding such a complex term as "citizen" and not involve all three of the above areas.

It should also be stated that other things are needed for effective citizenship also. Many factors interacting simultaneously tend to produce constructive citizens. For example, the other four goals stated in this listing as well as the major concerns of the other curriculum areas play a very important role in developing citizens.

INTERACT SUCCESSFULLY WITH OTHER PEOPLE

Many of the problems we face as a society stem from our feelings about ourselves and our inability to interact with other people. School should be a place where students can experience, and gain confidence in this important area. If people as a whole cannot interact or communicate effectively, the result could be fatal to a democratic society. Social studies teachers should structure learning activities which use social studies content to develop these kinds of skills.

A ramification of this goal involves the values of students and society. It should be emphasized that the intent here is to encourage and guide the student to examine his own value system and the values of others in a rational manner.

In this examination, it should be the goal of the teacher to help the student remove ethnocentrism from his/her frame of reference and to guide the student toward the position of being able to reject/disagree with another person's ideas, without rejecting the person.

CLARIFICATION OF TERMS

1. CURRICULUM OUTLINE -- This publication is a curriculum outline and is not to be confused with a curriculum guide. An outline gives general direction--in this case, for the first three years of the social studies program. A guide gives specific day by day directions for example as in the teachers guide of a particular book.

   The scope and sequence of a program is important to identify so as to provide logical progression in all areas--knowledge, skills and attitudes, feelings and values--and to eliminate gross repetition for the children.

2. TEACHER STRATEGIES -- In order for children to attain many of the goals listed herein, the teacher will want to utilize certain teaching strategies. Teaching strategies consist of the planning and implementation of a particular sequence of learning activities to reach a certain goal. The Taba Teaching Strategies,

BASICS. McREL and other inservice programs will help the teacher gain expertise in working with teacher strategies.

3. GENERALIZATIONS – Generalizations are those major ideas about people and their environment which interrelates experiences, facts, and concepts. The knowledge goals listed herein are stated as generalizations.

4. CONCEPT – From contemporary educational writings, a concept is defined as a one word or short phrase description of a class or group of data.

5. SIMILARITIES AND DIFFERENCES – Social studies has always been about the business of exploring similarities and differences, but unfortunately, differences have been stressed more than similarities. This results in increased ethnocentrism. In working with these two concepts, it is hoped that the teacher would discuss them as "similarities and reasons for differences," and give equal weight to both.

6. SOCIAL SCIENCE DISCIPLINES – The knowledge goals listed in this Outline are drawn from the disciplines of the Social Sciences. They are History, Geography, Economics, Social Psychology, Political Science, Anthropology and Sociology.

7. CULTURAL AWARENESS – This outline does not present a stereotype of Self, Family or Neighborhood. It is important for teachers to present a variety of cultural and ethnic group life styles when dealing with the suggested topics in this outline. Children must be helped to see that this nation and world are pluralistic and that pluralism is valid, and, in fact, desirable.

8. SPECIAL DAYS, WEEKS, EVENTS – The special days, weeks and events of various cultural groups in the U.S. should be an integral part of the ongoing class activities throughout the school year.

EMERGENT ISSUES IN SOCIAL STUDIES

The program suggested herein provides adequate depth and breadth for a comprehensive social studies program. However, it is realized that individual teachers will have a desire to emphasize emergent issues in education and our society. Therefore, it is suggested that issues such as those listed below be emphasized throughout the program by developing and implementing inquiry units. Some contemporary emergent issues include:

1. CAREER AWARENESS – An examination of people and their enjoyment and selection of careers.

2. CITIZENSHIP AWARENESS – The questioning and exploration of what good citizenship is in our society as well as other societies.

3. ECOLOGY AWARENESS – An examination of man's use, abuse and preservation of his physical and social environment.

4. CULTURAL AWARENESS – Exploring the culture, history and contributions of the ethnic minority groups in the United States.

5. VALUE AWARENESS – An examination of people and the values they hold. Through value clarification techniques, explore the values held by self as well as the values of others.

FIRST YEAR (KINDERGARTEN)

GOALS AND MATERIALS

Lincoln Public Schools
Instructional Services
SOCIAL STUDIES
Suggested for First Year (Kindergarten)
TOPIC – "SELF"

RATIONALE

The first year of social studies instruction introduces the child to all program components of the K-12 social studies program. Many of the basic understandings that will be built upon as the child progresses through school begins in the first year. The topic is "Self" and using this topic as a tool, knowledge, skills and attitudes, feelings, and values are developed.

KNOWLEDGE

Nurturing the development of a positive self concept is the prime purpose for introducing the social studies program to the child with the topic of "Self." In doing so, the child is helped to expand his views of and his relations with other individuals. Lessening of the ego and ethnocentric frames of reference, a goal for all education, would begin with such a study.

In this first year, the child is introduced to a concept in each of the seven social studies disciplines and asked to consider it with respect to him/herself (the Individual), compared to other people (Similarities and Differences), and what effect people have on other people (Interdependence). The concepts for the first year are as follows:

Discipline	Pol. Science	Sociology	Economics	Geography	History	Anthro-pology	Social Psychology
Concept	Rights Responsi-bilities	Learning	Consumer Producer Goods Services	Location Physical features	Change	Characteris-tics	Emotions

The concepts listed above were chosen for their contemporary significance and social utility.

ATTITUDES, FEELINGS AND VALUES

From an early age, children should be helped to explore and clarify their attitudes, values and feelings toward themselves and society of which they are a part. This is a very important area of a child's life experience since the values held will determine how knowledge is used. Hopefully, by using various affective processes, the child will be helped to deal responsibly and rationally with human problems. Several inservice programs offered by the system at this time will help the teacher gain expertise in value clarification, exploration of feelings, and conflict resolution.

SKILLS

In the early years of school, children should be introduced to and helped to apply those skills which are utilized in social studies instruction. Application of skills is the key phrase when referring to social studies skills, since most of the skills that are used in social studies are introduced in other areas.

Appendix A on page 16 of this outline, entitled "Skills Applied in Social Studies," suggests when skills should be introduced, developed systematically and retaught maintained and extended. This should serve the teacher as a tentative guideline to year placement of skills instruction. It, of course, can not be interpreted exactly as written, since different children bring different abilities to the classroom.

In reading the skill goals listed on page 6 for Year One or the chart in Appendix A the teacher's attention is called to the Thinking Skills. Social studies is one area where children can be helped to use and develop the thinking skills necessary for every area of instruction. The teacher can gain expertise in helping children develop thinking abilities by participating in any of the following inservice programs - Basic, Taba, McREL.

SUGGESTED FIRST YEAR GOALS FOLLOW ON THE NEXT TWO PAGES.

KNOWLEDGE GOALS

1. KNOW THAT PEOPLE ARE INDIVIDUALS.

Sub Goals

Understand that:

PS A. People have *rights* and *responsibilities.*
S B. People have the ability to *learn.*
E C. People are *consumers* and contributors to *goods* and *services produced.*
G D. People have an environment that has *location* and *physical features.*
H E. People are continually *changing* in a constantly changing environment.
A F. People have unique *characteristics.*
SP G. People have emotional *wants* and *needs.*

2. KNOW THAT PEOPLE ARE SIMILAR AND DIFFERENT.

Sub Goals

Understand that:

PS A. the rights and responsibilities of one person are similar to and different from the rights and responsibilities of another person for various reasons.
S B. what one person learns is similar to and different from what others learn.
E C. what one person is able to produce and consume is similar to and different from what other people are able to produce and consume.
G D. the physical features and location of one person's environment is similar to and different from another person's environmental location and physical features.
H E. the effects of change on one person are similar to and different from the effects of change on others.
A F. the characteristics of one person are similar to and different from the characteristics of others.
SP G. the emotional needs and wants of one person are similar to and different from the emotional needs and wants of others.

3. KNOW THAT PEOPLE ARE INTERDEPENDENT.

Sub Goals

Understand that:

PS A. the rights and responsibilities of one person affect and are affected by the rights and responsibilities of another person.
S B. what one person learns affects and is affected by what other people learn.
E C. what one person consumes and produces affects and is affected by what other people produce and consume.
G D. one part of the environment affects and is affected by other parts of the environment.
H E. change affects and is affected by other changes.
A F. diversity in people separates and unites.
SP G. the emotional needs of one person affect and are affected by the emotional needs of others.

ATTITUDES, FEELINGS AND VALUES GOALS

1. EXPLORE FEELINGS OF SELF AND OTHERS.

Sub Goals

a. Identify how individuals feel when placed in different emotional situations.

b. Infer personal and others' feelings in similar situations.
c. Generalize about feelings of people in general.

2. MAKE DECISIONS ABOUT INTERPERSONAL PROBLEMS.

Sub Goals

a. Consider problem situation involving interpersonal conflict.
b. Analyze what protagonists should do.
c. Compare similar situations in individual lives.
d. Evaluate whether what was done in each situation was "good" or "bad" and why.

3. ANALYZE VALUES

Sub Goals

a. Recall certain behaviors
b. Infer values involved.
c. Explain how those values differ (if at all) from the values of other people in analogous situations.

SKILL GOALS*

(Skills shared with other disciplines)

1. Locate information.
2. Organize information.
3. Evaluate information.
4. Acquire information through reading.
5. Acquire information through listening and observing.
6. Communicate orally and in writing.
7. Interpret pictures, charts, graphs and tables
8. Work with others. (Note Appendix B.)

(Skills which are a major responsibility of social studies)

1. Read social studies material.
2. Apply decision making skills to social issues.
3. Understand time and chronology
4. Interpret maps and globes
5. Apply thinking skills

*A complete listing of these skills showing detailed description and year placement of each skill can be found in Appendix A. Not all of the above skills will be applied during the first year.

SUGGESTED MATERIALS
FIRST YEAR (KINDERGARTEN)
"SELF"

The following materials are a beginning bibliography for year one. A bibliography must continually grow. Materials will be added periodically. Check with the social studies consultant for the most recent list.

KNOWLEDGE

Discussion Pictures for Beginning Social Studies, Harper Row

Schools, Families and Neighborhoods, Field Educational Publications

SKILLS

Beginning U.S. Map

Beginning World Map

Beginning Globe

VacuPress maps and models-PSAB

ATTITUDES, FEELINGS AND VALUES

DISCUSSION PICTURES For Beginning Social Studies, Harper Row

People in Action - Study Prints, Holt

MEDIA

Appropriate films from PSAB film library

Appropriate film strips

Appropriate kits

FIELD TRIPS

_____	_____
_____	_____
_____	_____
_____	_____

COMMUNITY RESOURCES

Schools are asked to fill in those community resources which would be helpful in carrying out the First Year Program.

_____	_____
_____	_____
_____	_____
_____	_____

SECOND YEAR (FIRST GRADE)

GOALS AND MATERIALS

Lincoln Public Schools
Instructional Services

SOCIAL STUDIES
Suggested for Second Year (First Grade)
TOPIC – "FAMILY"

RATIONALE

The Second Year of social studies instruction continues what was introduced in the First Year and introduces some new items in the skills and knowledge areas. Close communication between the First and Second Year teachers is paramount since the program listed for these Years interrelates closely. The topic is "Family" and using this topic as a tool, knowledge, skills and attitudes, feelings and values are developed.

KNOWLEDGE

The Family, an institution of all mankind, is studied in the early years of a child's education to provide an expanded frame of reference regarding the social, political, and economic aspects of it. Different family forms and the roles family members assume are all considered to show the uniqueness of Families.

The students are introduced to a concept in each of the social studies disciplines and asked to consider it with respect to him/herself (the Individual), compared to other people (Similarities and Differences), and what effect people have on other people (Interdependence). The concepts for the Second year are as follows:

Discipline	Political Science	Sociology	Economics	Geography	History	Anthro-pology	Social Psychology
Concept	Authority	Membership Role	Wants Needs	Land Use	Tradi-tions Events	Way of Life	Adjust-ments

The concepts suggested for the second year were chosen for their contemporary significance and social utility.

ATTITUDES, FEELINGS AND VALUES

From an early age, children should be helped to explore and clarify their attitudes, values and feelings toward themselves and society of which they are a part. This is a very important area of a child's life experience since the values held will determine how knowledge is used. Hopefully, by using various affective processes, the child will be helped to deal responsibly and rationally with human problems. Several inservice programs offered by the system at this time will help the teacher gain expertise in value clarification, exploration of feelings, and conflict resolution.

SKILLS

In the early years of school, children should be introduced to and helped to apply those skills which are utilized in social studies instruction. Application of skills is the key phrase when referring to social studies skills, since most of the skills that are used in social studies are introduced in other areas.

Appendix A on page 16 of this outline, entitled "Skills Applied in Social Studies," suggests when skills should be introduced, developed systematically and retaught, maintained and extended. This should serve the teacher as a tentative guideline to year placement of skills instruction. It, of course, can not be interpreted exactly as written, since different children bring different abilities to the classroom.

In reading the skill goals listed on page 10 for Year Two or the chart in Appendix A the teacher's attention is called to the Thinking Skills. Social studies is one area where children can be helped to use and develop the thinking skills necessary for *every* area of instruction. The teacher can gain expertise in helping children develop thinking abilities by participating in any of the following inservice programs - Basic, Taba, McREL.

SUGGESTED SECOND YEAR GOALS FOLLOW ON THE NEXT TWO PAGES.

KNOWLEDGE GOALS

1. KNOW THAT FAMILIES ARE INDIVIDUALISTIC.

Sub Goals

Understand that:

PS A. there is a hierarchy of ***authority*** in the family.
S B. each family has ***members*** and each member has ***roles***.
E C. each family has economic ***wants*** and ***needs***.
G D. each family has a defined amount of ***land to use***.
H E. each family has ***traditions*** and ***events*** important to it.
A F. each family has an established ***way of life/living***.
SP G. each member of the family must make personal ***adjustments*** for the continued welfare of the family.

2. KNOW THAT FAMILIES ARE SIMILAR AND DIFFERENT.

Sub Goals

Understand that:

A. the hierarchy of authority one family establishes is similar to and different from the hierarchy other families establish.
B. membership and role assumption of one family is similar to and different from the membership and role assumption of other families.
C. the economic wants and needs of one family are similar to and different from the economic wants and needs of other families.
D. the land one family uses is similar to and different from the land other families use.
E. the traditions and events important to one family are similar to and different from the traditions and events important to other families.
F. the way of life/living of one family is similar to and different from the way of life/living of other families.
G. the personal adjustments members of one family make for the good of the family are similar to and different from the personal adjustments other family members make.

3. KNOW THAT FAMILIES ARE INTERDEPENDENT.

Sub Goals

Understand that:

A. families affect and are affected by the authority relationship that exists between the home and outside the home.
B. the membership and role assumption of one family affects and is affected by the membership and role assumption of other families.
C. the economic wants and needs of one family affects and is affected by the economic wants and needs of other families.
D. the land one family uses affects and is affected by the land other families use.
E. the traditions and events important to one family affect and are affected by the traditions and events important to other families.
F. the way of life of one family affects and is affected by the way of life of other families.
G. the personal adjustments made by one set of family members affects and is affected by the personal adjustments made by other family members.

ATTITUDES, FEELINGS AND VALUES GOALS

1. EXPLORE FEELINGS OF SELF AND OTHERS.

Sub Goals

a. Identify how individuals feel when placed in different emotional situations.
b. Infer personal and others' feelings in similar situations.
c. Generalize about feelings of people in general.

2. MAKE DECISIONS ABOUT INTERPERSONAL PROBLEMS.

Sub Goals

a. Consider problem situation involving interpersonal conflict.
b. Analyze what protagonists should do.
c. Compare similar situations in individual lives.
d. Evaluate whether what was done in each situation was "good" or "bad" and why.

3. ANALYZE VALUES

Sub Goals

a. Recall certain behaviors.
b. Infer values involved.
c. Explain how those values differ (if at all) from the values of other people in analogous situations.

SKILL GOALS*

(Skills shared with other disciplines)

1. Locate information.
2. Organize information.
3. Evaluate information.
4. Acquire information through reading.
5. Acquire information through listening and observing
6. Communicate orally and in writing.
7. Interpret pictures, charts, graphs and tables.
8. Work with others. (Note Appendix B.)

(Skills which are a major responsibility of social studies)

1. Read social studies material.
2. Apply decision making skills to social issues.
3. Understand time and chronology.
4. Interpret maps and globes.
5. Apply thinking skills.

*A complete listing of these skills showing detailed description and year placement of each skill can be found in Appendix A. Not all of the above skills would be applied during the Second Year.

SUGGESTED MATERIALS
SECOND YEAR (FIRST GRADE)
"FAMILY"

The following materials are a beginning bibliography for year two. A bibliography must continually grow. Materials will be added periodically. Check with the social studies consultant for the most recent list.

KNOWLEDGE

Discussion Pictures for Beginning Social Studies, Harper Row

People in Families, Addison-Wesley

Schools, Families and Neighborhoods, Field Educational Publications

SKILLS

Beginning U.S. Map — VacuPress maps and models-ESAB

Beginning World Map

Beginning Globe

ATTITUDES, FEELINGS AND VALUES

People in Families, Addison-Wesley has a strong affective component.

Myself, Speck-Vaughn Co.

I Am Ask and Act, American Book Co.

People In Action - Study Prints, Holt

MEDIA

Films PSAB

Kits

Sound Filmstrips

Etc.

FIELD TRIPS

_____	_____
_____	_____
_____	_____

COMMUNITY RESOURCES

Schools are asked to fill in those community resources which would be helpful in carrying out the Second Year Program.

_____	_____
_____	_____
_____	_____

THIRD YEAR (SECOND GRADE)

GOALS AND MATERIALS

Lincoln Public Schools

Instructional Services

SOCIAL STUDIES

Suggested for Third Year (Second Grade)

TOPIC – "NEIGHBORHOOD"

RATIONALE

The social studies program for year three continues the program components from years one and two and adds new content and some new skills work. Once again, as with the first two years, close communication between and among teachers of years one, two, and three, is very important. The success of the program for the students relies heavily on this communication.

The topic for year three is Neighborhood, and using this topic as a tool, knowledge, skills and attitudes, feelings and values are developed and explored.

KNOWLEDGE

The neighborhood is an important element of society and an integral part of a young child's environment because of its immediacy. A study of the expanding functions of the neighborhood will help the child understand what is not obvious to him/her.

The influences of the neighborhood on the child are considered since it helps to shape her/his frame of reference.

The students are introduced to a concept in each of the social studies disciplines and asked to consider it with respect to him/herself (the Individual), compared to other people (Similarities and Differences) and what effect people have on other people (Interdependence). The concepts for the Third Year are as follows:

Discipline	Political Science	Sociology	Economics	Geography	History	Anthro-pology	Social Psychology
Concept	Decision Making (Govern-ment	Groups	Exchange Distribu-tion	Population	History	Cultural Values	Tone

The concepts suggested for the third year were chosen for their contemporary significance and social utility.

ATTITUDES, FEELINGS AND VALUES

From an early age, children should be helped to explore and clarify their attitudes, values and feelings toward themselves and society of which they are a part. This is a very important area of a child's life experience since the values held will determine how knowledge is used. Hopefully, by using various affective processes, the child will be helped to deal responsibly and rationally with human problems. Several inservice programs offered by the system at this time will help the teacher gain expertise in value clarification, exploration of feelings, and conflict resolution.

SKILLS

In the early years of school, children should be introduced to and helped to apply those skills which are utilized in social studies instruction. Application of skills is the key phrase when referring to social studies skills, since most of the skills that are used in social studies are introduced in other areas.

Appendix A on page 16 of this outline, entitled "Skills Applied in Social Studies," suggests when skills should be introduced, developed systematically and retaught, maintained and extended. This should serve the teacher as a tentative guideline to year placement of skills instruction. It, of course, can not be interpreted exactly as written, since different children bring different abilities to the classroom.

In reading the skill goals listed on page 14 for Year Three or the chart in Appendix A the teacher's attention is called to the Thinking Skills. Social studies is one area where children can be helped to use and develop the thinking skills necessary for every area of

instruction. The teacher can gain expertise in helping children develop thinking abilities by participating in any of the following inservice programs - Basic, Taba, McREL.

SUGGESTED THIRD YEAR GOALS FOLLOW ON THE NEXT TWO PAGES.

KNOWLEDGE GOALS

1. KNOW THAT NEIGHBORHOODS ARE INDIVIDUALISTIC.

Sub Goals

Understand that:

PS A. individuals have a voice in the ***decision making processes*** that affect the neighborhood.
S B. neighborhoods are made up of various ***groups***.
E C. neighborhoods have ways of ***exchanging*** and ***distributing goods*** and ***services***.
G D. neighborhoods have a ***population***.
H E. neighborhoods have a ***history***.
A F. neighborhoods have ***cultural values***.
SP G. the feelings and emotions of the people in the neighborhood determine the ***"tone"*** of the neighborhood.

2. KNOW THAT NEIGHBORHOODS ARE SIMILAR AND DIFFERENT.

Sub Goals

Understand that:

A. neighborhoods are similar to and different from other neighborhoods in using the decision making processes that affect their neighborhood.
B. the groups in one neighborhood are similar to and different from the groups in other neighborhoods.
C. the exchange and distribution of goods and services in one neighborhood are similar to and different from the exchange and distribution of goods and services of other neighborhoods.
D. the population of one neighborhood is similar to and different from the population of other neighborhoods.
E. the history of one neighborhood is similar to and different from the history of other neighborhoods.
F. the cultural values of one neighborhood are similar to and different from the cultural values of other neighborhoods.
G. the tone of one neighborhood is similar to and different from the tone of other neighborhoods.

3. KNOW THAT NEIGHBORHOODS ARE INTERDEPENDENT.

Sub Goals

Understand that:

A. the decisions made by one neighborhood affect and are affected by the decisions made by other neighborhoods.
B. the groups in one neighborhood affect and are affected by the groups in other neighborhoods.
C. the exchange and distribution of goods and services in one neighborhood affects and is affected by the exchange and distribution of goods and services in other neighborhoods.
D. the population of one neighborhood affects and is affected by the population of another neighborhood.
E. the history of one neighborhood affects and is affected by the history of other neighborhoods.
F. the cultural values of one neighborhood affect and are affected by the cultural values of other neighborhoods.

G. the tone of one neighborhood affects and is affected by the tone of other neighborhoods.

ATTITUDES, FEELINGS AND VALUES GOALS

1. EXPLORE FEELINGS OF SELF AND OTHERS.

Sub Goals

a. Identify how individuals feel when placed in different emotional situations.
b. Infer personal and others' feelings in similar situations.
c. Generalize about feelings of people in general.

2. MAKE DECISIONS ABOUT INTERPERSONAL PROBLEMS.

Sub Goals

a. Consider problem situation involving interpersonal conflict.
b. Analyze what protagonists should do.
c. Compare similar situations in individual lives.
d. Evaluate whether what was done in each situation was "good" or "bad" and why.

3. ANALYZE VALUES.

Sub Goals

a. Recall certain behaviors.
b. Infer values involved.
c. Explain how those values differ (if at all) from the values of other people in analogous situations.

SKILL GOALS*

(Skills shared with other disciplines)

1. Locate information.
2. Organize information.
3. Evaluate information.
4. Acquire information through reading.
5. Acquire information through listening and observing.
6. Communicate orally and in writing.
7. Interpret pictures, charts, graphs and tables.
8. Work with others. (Note Appendix B.)

(Skills which are a major responsibility of social studies)

1. Read social studies material.
2. Apply decision making skills to social issues.
3. Understand time and chronology.
4. Interpret maps and globes.
5. Apply thinking skills.

*A complete listing of these skills showing detailed description and year placement of each skill can be found in Appendix A. Not all of the above skills would be applied during the third year.

SUGGESTED MATERIALS

THIRD YEAR -- "NEIGHBORHOOD"

The following materials are a beginning bibliography for year three. A bibliography must continually grow. Materials will be added periodically. Check with the social studies consultant for the most recent list.

KNOWLEDGE

Discussion Pictures for Beginning Social Studies, Harper Row

School, Families, Neighborhoods, Field Educational Publications

People In Neighborhoods, Addison-Wesley

SKILLS

Beginning U.S. Map

Beginning World Map

Beginning Globe

VacuPress maps and models-PSAB

ATTITUDES, FEELINGS AND VALUES

People in Neighborhoods, Addison-Wesley has a strong affective component.

Myself and Others, Speck-Vaughn

I Build, Belong and Believe, American Book Co.

I Can, Compete and Care, American Book Co.

MEDIA

Films

Kits

Sound Filmstrips

FIELD TRIPS

_____ _____

_____ _____

_____ _____

COMMUNITY RESOURCES

Schools are asked to fill in those community resources which would be helpful in carrying out the Third Year Program.

_____ _____

_____ _____

_____ _____

APPENDIX A

SKILLS APPLIED IN SOCIAL STUDIES

SKILLS APPLIED IN SOCIAL STUDIES

Social Studies Skills: A Guide to Analysis and Year Placement

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locate information			
A. Work with books			
1. Use title of books as guide to contents	EP	LP–LI	J–S
2. Use table of contents	LP	EI–J	S
3. Alphabetize	LP	EI–J	S
4. Use index	EI	LI–J	S
5. Use title page and copyright date	EI	LI–J	S
6. Use glossary, appendix, map lists, illustration lists	EI	LI–J	S
7. Distinguish between storybooks and factual books	LP–EI	LI–J	S
8. Choose a book appropriate for the purpose	LP–EI	LI–J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references	EI	LI–J	S
2. Use reference works, such as *World Almanac*, atlases, *Who's Who*, *Statesman's Yearbook*	EI	LI–J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI–J	S
2. Use guide words	EI	LI–J	S
3. Learn correct pronunciation of a word	EI	LI–J	S
4. Understand syllabication	EI	LI–J	S

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locate information—*Con.*			
C. Make efficient use of the dictionary—*Con.*			
5. Choose the appropriate meaning of the word for the context in which it is used	EI	LI–J	S
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI–LI	J–S
2. Select important news items	EI	LI	J–S
3. Select from these sources material that is pertinent to class activities	EI	LI–J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J–S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J–S	S
E. Know how to find material in a library, both school and public			
1. Locate appropriate books	EI	LI–J	S
2. Use a book card	EI	LI	
3. Use the card catalogue to learn that—			
a. A book is listed in three ways—by subject, by author, and by title	EI	LI–J	S
b. All cards are arranged alphabetically	EI	LI–J	S

c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf	EI	LI–J	S
d. Some author cards give more information than the title or subject card	EI	LI–J	S
e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided	EI	LI–J	S
f. The Dewey Decimal System is a key to finding books	J	S	S
4. Use the *Readers' Guide to Periodical Literature* and other indexes	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview	EP	LP–J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for	EP	LP–J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview	EP	LP–J	S
4. Evaluate the planning and execution of the field trip or interview	EP	LP–J	S
5. Find acceptable ways to open and close an interview	LP	EI–J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP–J	S
7. Record, summarize, and evaluate information gained	EP	LP–S	S
G. Be selective in using audiovisual materials	EP–LI	J	S
(See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII.)			
H. Use maps and globes in developing geographic skills	LP	EI–J	S
(See Interpreting maps and globes, Part Two, Section III.)			
II. Organize information			
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source	EI	LI–S	S

Social Studies Skills: A Guide to Analysis and Year Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
II. Organize information—*Con.*			
B. Select the main idea and supporting facts	EI	LI-S	S
C. Compose a title for a story, picture, graph, map, or chart	EP	LP-LI	J-S
D. Select answers to questions from material heard, viewed, or read	EP	LP-J	S
E. Take notes, making a record of the source by author, title, page	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluate information			
A. Distinguish between fact and fiction	EP	LP-J	S
B. Distinguish between fact and opinion	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S

D. Consider which source of information is more acceptable, and why	LP	EI-S	S
E. Examine reasons for contradictions, or seeming contradictions, in evidence	J	J-S	S
F. Examine material for consistency, reasonableness, and freedom from bias	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalizations from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S
IV. Acquire information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J-S	S
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI-J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquire information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S
B. Listen attentively when others are speaking	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information	LP-EI	LI-J	S

Social Studies Skills: A Guide to Analysis and Year Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
V. Acquire information through listening and observing—*Con.*			
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation	LP	EI–J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J–S	S
G. Take notes while continuing to listen and to observe	J	J–S	S
H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics	J	J–S	S
VI. Communicate orally and in writing			
A. Speak with accuracy and poise			
1. Develop an adequate vocabulary	EP	LP–J	S
2. Choose the appropriate word	EP	LP–J	S
3. Pronounce words correctly and enunciate clearly	EP	LP–J	S
4. Talk in sentences	EP	LP–J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI–S	S
6. Keep to the point in all situations involving oral expression	EP	LP–J	S
7. Develop self-confidence	EP	LP–J	S

8. Exchange ideas through discussion, either as leader or participant	EP	LP–J	S
9. Respect limitations of time and the right of others to be heard	EP	LP–J	S
B. Write with clarity and exactness			
1. Collect, evaluate, and organize information around a clearly defined topic (see Sections I–V above)	LI	J–S	S
2. Write independently, avoiding copying from references	EI–LI	J–S	S
3. Give credit for quoted material	LI	J–S	S
4. Use standard English	LI	J–S	S
5. Include a bibliography to show source of information	EI	LI–J	S
6. Include footnotes when necessary	J	J–S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI–J	S
8. Proofread and revise	LI	J–S	S
VII. Interpret pictures, charts, graphs, tables			
A. Interpret pictorial materials			
1. Recognize these materials as sources of information	EP	LP–J	S
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI–J	S
3. Note and describe the content of the material, both general and specific	EP	LP–LI	J–S
4. Interpret by applying related information, and use the material as one basis for drawing conclusions	EP	LP–J	S
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J–S	S
2. Note and interpret the common symbols used in cartoons	LI	J–S	S
C. Study charts			
1. Understand the steps in development indicated	LI	J–S	S

Social Studies Skills: A Guide to Analysis and Year Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
VII. Interpret pictures, charts, graphs, tables—*Con.*			
C. Study charts—*Con.*			
2. Trace the steps in the process shown	LI	J–S	S
3. Compare sizes and quantities	LI	J–S	S
4. Analyze the organization or structure	LI	J–S	S
5. Identify elements of change	LI	J–S	S
D. Study graphs and tables			
1. Understand the significance of the title	EI	LI–J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI–J	S
3. Interpret the relationships shown	EI	LI–J	S
4. Draw inferences based on the data	EI	LI–J	S
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)	EI	LI–J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources	LI	J	S
VIII. Work with others			
A. Respect the rights and opinions of others	EP	LP–S	S
B. Understand the need for rules and the necessity for observing them	EP	LP–S	S

C. Take part in making the rules needed by the group	EP	LP–S	S
D. Accept the role of leader or follower, as the situation requires	EP	LP–S	S
E. Profit from criticism and suggestions	EP	LP–S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort	EP	LP–S	S
G. Use the rules of parliamentary procedure when needed	LI	J	S

PART TWO: Skills which are a major responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Read social studies materials			
A. Understand an increasing number of social studies terms	EP	LP–S	S
B. Learn abbreviations commonly used in social studies materials	EI	LI–J	S
II. Apply decision-making skills to social issues			
A. Recognize that a problem exists	EP	LP–J	S
B. Define the problem for study	EP	LP–J	S
C. Review known information about the problem	EP	LP–J	S
D. Plan how to study the problem	EP	LP–J	S
E. Locate, gather, and organize information (For detailed analysis, see Part One, Section I.)	EP	LP–J	S
F. Interpret and evaluate information (For detailed analysis, see Part One, Section III.)	EP	LP–J	S
G. Summarize and draw tentative conclusions	EP	LP–J	S

Social Studies Skills: A Guide to Analysis and Year Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
II. Apply decision-making skills to social issues—*Con.*			
H. Recognize the need to change conclusions when new information warrants	EP	LP–J	S
I. Recognize areas for further study	EP	LP–J	S
J. Use problem-solving techniques in meeting personal and societal problems	EP–LP	EI–J	S
III. Interpret maps and globes			
A. Orient the map and note directions			
1. Use cardinal directions in classroom and neighborhood	LP	EI–J	
2. Use intermediate directions, as southeast, northwest	EI	LI–J	S
3. Use cardinal directions and intermediate directions in working with maps	EI	LI–J	S
4. Use relative terms of location and direction, as near, far, above, below, up, down	EP	LP–J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection	LP–EI	LI–J	S
6. Understand the use of the compass for direction	EI	LI–J	S
7. Use the north arrow on the map	EI	LI–J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north	EI	LI–J	S

9. Use parallels and meridians in determining direction	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction	EI	LI-J	S
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and on a globe	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps—physical-political, chalkboard, weather, etc	LP	EI-J	S
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI	LI-J	S
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas	EI	LI-J	S
6. Interpret abbreviations commonly found on maps	EI	LI-J	S
7. Use map vocabulary and key accurately	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps	LI	J	S
9. Use an atlas to locate places	LI	J	S
10. Identify the time zones of the United States and relate them to longitude	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel	J	S	S
12. Consult two or more maps to gather information about the same area	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting	EI	LI-J	S
14. Trace routes of travel by different means of transportation	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied	EI	LI-J	S
16. Read maps of various types which show elevation	EI	LI-J	S

Social Studies Skills: A Guide to Analysis and Year Placement — *Continued*
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
III. Interpret maps and globes—*Con.*			
B. Locate places, etc.—*Con.*			
17. Understand the significance of relative location as it has affected national policies	LI	J-S	S
18. Learn to make simple sketch maps to show location	LP	EI-J	S
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP	LP-J	S
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI	LI-J	S
4. Determine distance on a map by using a scale of miles	EI	LI-J	S
5. Compare maps of different size of the same area	EI	LI-J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas	EI	LI-J	S
7. Compute distance between two points on maps of different scale	EI	LI-J	S
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale	LI	J	S
10. Develop the habit of checking the scale on all maps used	EI	LI-J	S

D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map	EP	LP–J	S
2. Learn to use legends on different kinds of maps	EI	LI–J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents	EI	LI–J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown	LI	J	S
5. Interpret the elevation of the land from the flow of rivers	LI	J	S
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols	EI	LI–J	S
7. Use all parts of a world atlas	J	S	S
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities	EI	LI–J	S
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data	EI	LI–J	S
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand	EI	LI–J	S
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5. Use maps and the globe to explain the geographic setting of historical and current events	LI	J	S
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources	J	J	S
7. Infer man's activities or way of living from physical detail and from latitude	EI	LI–J	S
IV. Understand time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock	EP	LP	LI
2. Use names of the days of the week in order	EP	LP	EI

Social Studies Skills: A Guide to Analysis and Year Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
IV. Understand time and chronology—*Con.*			
A. Develop an understanding of the time system and the calendar—*Con.*			
3. Use names of the months in sequence	EP	LP	EI
4. Use calendar to find datesof special events and to determine lengt[illegible] time between important dates	EP	LP–LI	J
5. Associate seasons with particular months in both northern and southera hemispheres	EP	LP–LI	J–S
6. Understand the relation between rotation of the earth and day and night	LP	EI–J	S
7. Understand the system of time zones as related to the rotation of the earth	LP	EI–J	S
8. Understand the relation between the earth's revolution around the sun and a calendar year	LP	EI–J	S
9. Accumulate some specific date-events as points of orientation in time	EI	LI–S	S
10. Comprehend the Christian system of chronology—B.C. and A.D.	EI	LI–J	S
11. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite time concepts as second, minute, yesterday, decade, century	EI	LI–J	S
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	EP	LP–J	S
12. Acquire a sense of prehistoric and geological time	J	J–S	S
13. Learn to translate dates into centuries	EI	LI–J	S

B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc	LP	EI–LI	
2. Learn to arrange personal experiences in order	EP	LP–LI	
3. Comprehend sequence and order as expressed in first, second, third, etc	EP	LP–LI	
4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI–J	S
5. Learn to figure the length of time between two given dates	EI	LI–J	S
6. Understand differences in duration of various historical periods	J	J–S	S
7. Understand and make simple time lines	EI	LI–J	S
8. Use a few cluster date-events to establish time relationships among historic events	EI	LI–S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI–S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J–S	S

V. Apply thinking skills			
1. Observe--notice one or more attributes of objects, pictures, etc.	EP	LP–J	S
2. Recall specific data from something observed or experienced previously	EP	LP–J	S
3. Notice differences, identify one or more differences in attributes of two or more objects, pictures, events, etc.	EP	LP–J	S
4. Notice similarities, identify one or more similar attributes of two or more objects, pictures, events, etc.	EP	LP–J	S
5. Order objects or events according to given attributes or criteria, e.g., "Which of these is the biggest?" "Which is smallest?" "Which are middle-sized?" etc.	EP	LP–J	S
6. Group, put together several objects, pictures, etc., based on one or more common attributes or other relationships	EP	LP–J	S
7. Label, give a name to an item or a relationship among a group of items	EP	LP–J	S
8. Classify, include items in a given class, i.e. with others called by the same name	EP	LP–J	S
9. Test concepts, differentiate between critical and optional attributes, e.g. "If this orange were peeled, would it still be an orange?"	EP	LP–J	S

10. Infer causes, make inferences about how one or more things caused something else	EP	LP J	S
11. Infer effects, make inferences about the variety of effects of one thing on other things	EP	LP J	S
12. Infer feelings, make inferences about how people feel in particular situations	EP	LP–J	S
13. Conclude about items or situations based on observations and inferences	EP	LP–J	S
14. Generalize, extend conclusions about known situations to others like it	EP	LP–J	S
15. Questioning, ask pertinent questions about a new situation based on knowledge of similar situations.	EP	LP–J	S
16. Anticipate, predict possible consequences of a new or changed situation based on knowledge of similar situations	EP	LP–J	S
17. Make choices based on given criteria, for example, "Which of the following would be the best item of clothing to wear on a cold day?"	EP	LP–J	S

*Adapted from the National Council for the Social Studies Thirty-Second Yearbook